



Co-op Academy Manchester

Year 8 Assessment Rubrics

This booklet is to be used alongside your child's progress report.

English: Year 8

	Reading: Understanding	Reading: Analysis	Reading: Communicate
Knowledge Expert	<ul style="list-style-type: none"> ● I know how to identify and summarise the main ideas in a text and how to explain what is happening at different points in a text. ● I know how to make a range of points which all begin with a discourse marker and use a range of adjectives to describe the character or idea and that clearly answer the question. ● I know how to select relevant evidence which always directly supports my point. 	<ul style="list-style-type: none"> ● I know how to consistently identify explicit details correctly and make specific inferences that are relevant to the text and the question being asked. ● I can independently explore the meaning of a word by listing connotations and making relevant links to the question. ● I know how to say more than one thing about the effect of methods e.g. individual word choices. 	<ul style="list-style-type: none"> ● I know how to make detailed comments on writers' viewpoints and attitudes and can reference experiences that have influenced this. ● I know how to write in some detail about the themes and messages in a text and how the contexts in which texts are written and read affect meaning. ● I know how to examine the main purpose and message of a text by rooting my comments in text based evidence.
Proficient	<ul style="list-style-type: none"> ● I know how to identify the main ideas in a text and how to explain what is happening at different points in a text. ● I know how to make a range of points which all begin with a discourse marker and use a range of adjectives to describe the character or idea. ● I know how to select relevant evidence which almost always directly supports my point. 	<ul style="list-style-type: none"> ● I know how to consistently identify explicit details correctly and make logical implicit inferences that are relevant to the text. ● I can independently explore the meaning of a word by listing connotations. ● I know how to comment on the effect of methods e.g. individual word choices. 	<ul style="list-style-type: none"> ● I know how to make detailed comments on writers' viewpoints and attitudes. ● I know how to write in some detail about the themes and messages in a text and how the contexts in which texts are written and read affect meaning. ● I know how to examine the main purpose of a text by rooting my comments in text based evidence.
Adequate	<ul style="list-style-type: none"> ● I know how to identify the main ideas in a text and am able to write an accurate <i>at this point</i> statement. ● I know how to make a point which begins with a discourse marker and includes two adjectives to describe the character or idea. e.g. Firstly, the writer presents Romeo as impulsive and emotional. 	<ul style="list-style-type: none"> ● I know how to consistently identify explicit details correctly and make logical implicit inferences that are relevant to the text. ● I know how to identify methods used by the writer and make comments that repeat important parts of the evidence. 	<ul style="list-style-type: none"> ● I know how to make straightforward comments on writers' viewpoints and attitudes. ● I know how to make straightforward comments on themes and messages in the text and how the contexts in which texts are written contribute to meaning. ● I know how to explain the main purpose of a text, often through a general overview, e.g. 'the

	<ul style="list-style-type: none"> ● I know how to select mostly relevant evidence to generally support my point. 		writer is strongly against war.
Emerging	<ul style="list-style-type: none"> ● I know how to make a point which includes one adjective to describe the character or idea. e.g. The writer describes Romeo as impulsive. ● I know how to identify the main ideas in a text by writing brief <i>at this point</i> statements. 	<ul style="list-style-type: none"> ● I know how to accurately identify key explicit information and make basic implicit inferences showing an understanding of the text's main ideas and details. ● I know how to select appropriate evidence to support my points but sometimes there is better evidence I could have picked. ● I know how to identify methods used by the writer but don't attempt to explain them. 	<ul style="list-style-type: none"> ● I know how to make simple comments on writers' viewpoints. ● I know how to make simple comments on ideas and themes within a text and the impact a writer's context has on the meaning of texts. ● I know how to summarise the main purpose of a text, e.g. 'it's all about why going to the dentist is important'.

	Writing: Communication and ideas	Writing: Organisation	Writing: Accuracy
Knowledge Expert	<ul style="list-style-type: none"> ● I know how to write imaginatively and I develop my ideas with well-judged detail so that it is convincingly matched to purpose and audience. ● I can vary my tone and formality for effect and with some control. I know how to create an individual voice or point of view although this might not be sustained throughout. ● I know how to select an increasing range of vocabulary for effect along with appropriate and convincing language devices. 	<ul style="list-style-type: none"> ● I know how to develop the plot or sequence my writing in an interesting or engaging way. ● I know how to write using a clear structure with logically connected ideas and guide my reader. ● I know how to use and sequence paragraphs accurately to organise topics within my writing and my links are sometimes imaginative or chosen for effect. ● I can structure my writing with deliberate and clear changes in focus. 	<ul style="list-style-type: none"> ● I know how to spell with consistent accuracy including more complex words. ● I know how to use the full range of punctuation and am consistently accurate with only occasional errors in ambitious structures (e.g. only occasional comma splices, some use of semi-colons, not always accurate) ● I know how to use a range of sentence structures for purpose and to achieve an effect e.g. changing the word order.

Proficient	<ul style="list-style-type: none"> ● I know how to write with some imaginative ideas and content and I develop my material in detail so that the purpose of my writing is established convincingly. ● I know how to sustain appropriate tone and formality that is matched to purpose and audience. ● I know how to select vocabulary for effects and use appropriate language devices. ● I know how to write imaginatively using the correct form and I begin to apply features creatively. 	<ul style="list-style-type: none"> ● I know how to clearly control and sequence my writing e.g. paragraphs of differing lengths ● I know how to write using a clear structure with logically connected ideas and effective transitions e.g. topic sentences, thematic links between paragraphs ● I know how to use paragraphs that generally flow well, create coherent writing and use cohesive devices within paragraphs e.g. adverbial starts. 	<ul style="list-style-type: none"> ● I know how to spell with consistent accuracy with only minor errors in more complex words. ● I know how to use more sophisticated punctuation correctly most of the time (e.g. colons, brackets). ● I know how to use simple, compound and complex sentences for some effect and can maintain control of tense in those sentences.
Adequate	<ul style="list-style-type: none"> ● I know how to write using relevant ideas and content and I develop my material with some detail so that the main purpose of my writing is clear. ● I know how to use tone and formality that is generally matched to purpose and audience. ● I know how to vary my vocabulary and use some language devices for effect. ● I know how to write using the correct form and features of specific types of writing. 	<ul style="list-style-type: none"> ● I know how to clearly structure and organise my sentences into appropriate paragraphs. ● I know how to manage the development of my writing, e.g. closings refer back to openings and clear links between paragraphs. ● I know how to use paragraphs to clearly structure my main ideas across the text e.g. chronological or logical links between and within my paragraphs. ● I know how to use a range of devices which support cohesion, e.g. secure use of pronouns, connectives. 	<ul style="list-style-type: none"> ● I know how to spell with general accuracy, making occasional errors, mostly in more complex words. ● I know how to use a wider range of punctuation with the occasional error (e.g. apostrophes, speech/exclamation marks) ● I know how to use simple and compound sentences making my ideas clear but sometimes I make errors where more complex structures are attempted. I usually maintain control of tense.
Emerging	<ul style="list-style-type: none"> ● I know how to write using generally appropriate ideas and content with some sense of purpose, even if it is not always consistent all the way through my writing. ● I know how to use formality that is sometimes matched to purpose and audience. ● I know how to vary my vocabulary and use language devices even if it is not always for effect. ● I know how to use the main features necessary for the purpose and style of writing. 	<ul style="list-style-type: none"> ● I know how to organise my ideas into related points and/or put them in chronological order. ● I know how to write an appropriate opening and closing which are sometimes linked. ● I know how to logically sequence my ideas but they could be organised better so that they have a greater effect on the reader. ● I know how to use paragraphs to organise the content of my writing and I try to make links between paragraphs e.g. firstly, next. 	<ul style="list-style-type: none"> ● I know how to spell common and familiar words correctly most of the time. ● I know how to use basic punctuation throughout my writing (e.g. full stops, question marks, capital letters, commas) ● I know how to use simple sentences correctly and I attempt compound and complex sentences with some errors. I sometimes use the correct tense in my writing.

Maths: Year 8

	Foundational Knowledge	Fluency	Problem solving	Mathematical Terminology
Knowledge Expert	Students have a very strong conceptual understanding of topics. Pupils can confidently use Key Stage 2 and year 7 knowledge to make links with new topics.	Students can demonstrate a strong understanding of new mathematical concepts and answer a variety of questions. Pupils answer questions quickly and correctly and can move through the content at an accelerated rate. Pupils often attempt more in-depth challenge style questions.	Students can make connections between key ideas, and can apply prior learning to more challenging questions. Pupils can confidently apply their knowledge to answer complex multi-step problems independently.	<p>Pupils have a strong knowledge of new mathematical terminology. Knowledge is secure in long-term memory, enabling pupils to recognise keywords quickly which improves their understanding of the question.</p> <p>Spelling and pronunciation of keywords is almost always correct, which does not impact their overall answers.</p>

Proficient	Students have a very strong conceptual understanding of topics. Pupils can apply most of their expected knowledge from Key Stage 2 and year 7.	Students can demonstrate a proficient understanding of new mathematical concepts and answer a variety of questions. Pupils answer questions confidently and can move through the content at the expected pace with minimal support required.	Students can make some connections between key ideas. Pupils can apply their prior knowledge to answer multi-step problems collaboratively with the support of their peers.	<p>Pupils have a strong knowledge of new mathematical terminology. Knowledge is mostly secure in long-term memory, enabling pupils to recognise keywords quickly, improving their understanding of the question. Pupils may require additional prompts occasionally.</p> <p>Spelling and pronunciation of keywords is almost always correct, which does not impact their overall answers.</p>
Adequate	Students have a very strong conceptual understanding of topics. Pupils can apply some of their expected knowledge from Key Stage 2 and year 7 to support new learning. Students would benefit from more time spent embedding concepts from Key Stage 2.	Students can demonstrate an adequate understanding of new mathematical concepts and answer basic questions. Pupils move through the content at a pace which often requires additional support.	Students can identify limited connections between key ideas. Pupils can occasionally apply their prior knowledge to answer some problems collaboratively with the support of their peers and also rely on some scaffolding from staff.	<p>Pupils can begin to identify new mathematical terminology. Knowledge is not secure in long-term memory, meaning they can sometimes struggle with accessing questions due to terminology. Pupils require additional prompts frequently.</p> <p>Spelling and pronunciation of keywords is something that needs to have more time spent on, this can result in some impact on answering a question.</p>

Emerging	<p>Students have an emerging understanding. Pupils can apply minimal knowledge from Key Stage 2 and year 7. Students would benefit from significant time spent working on times tables 1-12, and number bonds.</p>	<p>Students can access the initial content. But often require additional support and scaffolding to make content accessible, and complete independent work.</p>	<p>Students struggle to make connections between key ideas, and can identify some weak links between concepts with prompts from staff.</p> <p>Pupils can attempt the first step of some problems but this requires suitable scaffolding and guidance from the teacher.</p>	<p>Pupils require a lot of support to access new mathematical terminology. Knowledge is frequently having to be supported and checked to ensure understanding of vocabulary; this results in students finding it challenging to access questions. Pupils require a lot of additional prompts frequently.</p> <p>Spelling and pronunciation of keywords requires a lot of support from staff to assist their answering of questions.</p>
----------	--	---	--	---

Science Year 8

	Scientific Knowledge and Understanding	Experimental and Investigation Skills	Data Analysis
Knowledge Expert	<p>I know how to: consistently use scientific vocabulary to explain with examples scientific processes</p> <p>compare and evaluate two or more scientific processes</p> <p>to construct a logical, scientific argument</p>	<p>I know how to: write a hypothesis and explain why I would expect to see these results</p> <p>identify variables that cannot be controlled and explain how I will minimise their impact.</p> <p>name pieces of equipment and justify why specific techniques or apparatus support the accuracy or reliability of results</p> <p>write detailed repeatable and evaluate methods with insight, identifying specific sources of error and explaining their impact</p> <p>record measurements for the dependent variable with accuracy and precision and evaluate how that can be improved</p> <p>work safely, anticipating potential risks in unfamiliar situations</p>	<p>I know how to: use data to explain a trend or pattern and to draw conclusions</p> <p>present data clearly, showing an understanding of how format influences interpretation</p> <p>choose and justify the best method for presenting complex datasets</p> <p>use efficient and correct labeling, scaling, correct graph type, clear annotations and add lines of best fit</p> <p>represent patterns visually with clarity, enabling strong interpretation</p> <p>use mathematical reasoning to deepen scientific understanding (e.g., calculating percentages, interpreting gradients and comparing ratios)</p> <p>consistently draw a clear results table in which all of the data is recorded to a level of accuracy and is easy to interpret</p>

Proficient	<p>I know how to: use scientific vocabulary to explain scientific processes</p> <p>compare two or more scientific processes</p> <p>I know how to: link scientific ideas/statements together</p>	<p>I know how to: write a hypothesis and begin to explain why I would expect to see these results.</p> <p>identify the independent, dependent and control variables and explain why control variables need to be controlled</p> <p>write a step by step method that can be repeated by someone else and includes required measurements</p> <p>name common pieces of equipment and justify why I have chosen one piece of equipment over another</p> <p>consistently uses scientific equipment accurately, applying correct techniques</p> <p>demonstrate good awareness of hazards and take steps to minimise risks</p> <p>consistently collects accurate and appropriate measurements, choosing suitable tools and scales</p> <p>record data in a well-organised format and begin to include calculated values where appropriate</p>	<p>I know how to: consistently produces accurate, well-organised tables tailored to the investigation</p> <p>select correct graph type for a range of datasets (Scatter graph for relationships, bar charts for categories)</p> <p>consistently use appropriate scales, labels, titles, and units for graph drawing</p> <p>plot data accurately and, where needed, draw suitable trend lines.</p> <p>apply mathematical models correctly across different types of investigations</p> <p>choose and use equations accurately with correct units</p> <p>identify and explain simple anomalies.</p>
Adequate	<p>I know how to: recall scientific terminology in context</p> <p>identify the key features of a scientific processes</p>	<p>I know how to: write a hypothesis and describe what results I will expect to see.</p> <p>state what will be changed and what will be kept the same in an experiment</p> <p>shows developing awareness of risks and safety considerations</p> <p>uses a wide range of equipment with reasonable accuracy</p>	<p>I know how to: draw graphs that are mostly accurate but may contain minor issues (uneven scale, unclear titles etc.)</p> <p>begin to select appropriate graph types but not always correctly</p> <p>plot data that is mostly accurate, but lines of</p>

		<p>chooses suitable measurement methods for common tasks</p> <p>identifies some unreliable results and offers simple reasons for these</p> <p>write a method that is step by step but misses key information, but unable to explain improvements that are relevant to improve method</p> <p>I know how to independently create a list of the pieces of equipment required for the experiment</p>	<p>best fit may be incorrect</p> <p>apply common mathematical concepts including averages, differences and simple ratios with growing confidence.</p> <p>begin to recognise patterns in numerical results</p>
Emerging	I know how to: recall limited scientific terminology not always in context	<p>I know how to:</p> <p>Make predictions</p> <p>Use terms independent/dependent/control variable</p> <p>create a list of the pieces of equipment required for the experiment, but unable to write a method that can be replicated</p> <p>display limited safety awareness which is inconsistent and occasionally overlook hazards</p> <p>make observations of investigations that are basic, but may lack detail or consistency</p> <p>Make comments on the reliability of data and but unable to propose feasible improvements</p>	<p>I know how to:</p> <p>draw a graph although there are errors in scale, axis choice, labeling or plotting</p> <p>draw a table but the layout is inconsistent or confusing</p> <p>use mathematical processes although they are inconsistent or inaccurate</p> <p>misapply formulas or forget key steps in calculations</p>

History: Year 8

	Using own knowledge	Explanations	Organisation of answer	Source/interpretation skills	Historical focus (see table below)
Knowledge Expert	I can use knowledge in my answer that is consistently specific, factual, and detailed.	I can clearly explain my points and my explanations are fully expanded.	I can organise my answer into paragraph(s) and my writing is fluent. My answer has the correct SPaG throughout.	I can interpret the message of historical evidence and can support it with my own knowledge. I am starting to explain how the provenance influences the historical evidence but it is unclear.	I can...
Proficient	I can use knowledge in my answer to support my point(s) which is mostly specific, factual, and detailed.	I can explain my point(s) but my explanation is very simple.	I can organise my answer into paragraph(s) with mostly accurate SPaG.	I can interpret the message of historical evidence and can support it with my own knowledge. I know how to identify the provenance but have not explained how this influenced the historical evidence.	I can...
Adequate	I can use knowledge to support my point(s) and some of it is specific and detailed but it is mostly basic.	I can make a point and attempt to explain it but it is unclear.	I can organise my answer into paragraph(s). I have some SPaG errors in my answer.	I can explain the message of the historical evidence and can support it with specific evidence of what is shown/written. However I have not discussed the provenance.	I can...
Emerging	I can use knowledge to support my	I can make a point and I've attempted to explain	I can organise my answer into full sentences but my	I can identify what is shown/written in the	I can...

	point(s) but it is basic facts and not specific.	it but it is unclear.	paragraphs need better organisation. I have frequent SPaG errors.	historical evidence. I have tried to identify the message of it but it is unclear and the provenance is not questioned.	
--	--	-----------------------	---	---	--

	Cause & Consequence	Significance	Change & Continuity	Similarity & Difference
Knowledge Expert	I can identify more than one cause of an event and can fully explain them. I am starting to link the causes but it is implicit.	I can identify and fully explain multiple impacts of a person/event. The impacts are identified as short-term and long-term but the links between them are implicit.	I can identify and fully explain multiple changes. I am starting to show the links between them but it is implicit.	I can identify and fully explain multiple similarities/differences between historical figures/events. I am starting to show the links between them but it is implicit.
Proficient	I can identify more than one cause of an event and fully and clearly explain how they led to an event/change.	I can identify multiple impacts of a person/event and have given a full and detailed explanation of why they had that impact.	I can identify multiple changes and have clearly explained them.	I can identify multiple similarities/differences between historical figures/events and have clearly explained them.
Adequate	I can identify at least one cause and have fully explained one cause and how it led to an event/change.	I can identify one impact of a person/event and have given a basic explanation of why they had that impact.	I can identify more than one change but only one change is clearly explained.	I can identify more than one similarity/difference between historical figures/events but only one is clearly explained.
Emerging	I can identify one cause of an event and have attempted to explain how it led to an event/change but it is unclear.	I can identify one impact of a person/event and have attempted to explain why it had that impact but it is unclear.	I can identify one change but my explanation of why it changed is unclear.	I can identify a similarity/difference between historical figures/events but my explanation of it is unclear.

Geography: Year 8

	Place	Impact	Change
Knowledge Expert	I can explain how the interaction between physical and human processes creates a distinctive sense of place, and evaluate how these factors evolve over time.	I can evaluate the multiplier effect, explaining how local actions trigger a chain of consequences that spread across local, national, and global scales.	I can evaluate conflicting impacts, explaining how a 'positive' change for one group (like building a road) can lead to negative trade-offs for another (like damaging a habitat)
Proficient	I can analyse how the relationship between natural and human processes creates a unique sense of place and evaluate how these factors interact over time.	I can evaluate the "ripple effect," explaining how local actions have complex consequences across multiple scales (local → national → global).	I can prioritise and compare impacts, explaining how a "positive" change for infrastructure might be a "negative" change for the environment.
Adequate	I can explain the importance of place by connecting natural processes (climate/environment) to human processes (culture/location).	I can explain the links between local impacts and the global scale (continent or world), using examples to show the connection.	I can understand how change may impact an area. This can be positive or negative and I will explain how this has affected the people, environment and infrastructure.
Emerging	I can describe the importance of a place and outline how its location and climate influence its culture and environment.	I can describe the impacts on both the local area and the wider country, noticing how they might be different.	I can describe different impacts and begin to categorise them as social, environmental, or related to infrastructure.

RE: Year 8

	<u>Beliefs</u>	<u>Practices</u>	<u>Refer to Evidence</u>	<u>Themes</u>
Examples	<ul style="list-style-type: none"> • Design Argument • Big Bang Theory • Creationism 	<ul style="list-style-type: none"> • Scientific Experimentation • Teachings • Reproduction 	<p>"My experiences with science led me to God. They challenge science to prove the existence of God. But must we really light a candle to see the sun?"</p> <p>Wernher von Braun</p>	<ul style="list-style-type: none"> • Beginnings of the Universe • God as a Creator • Design and evolution
Knowledge Expert	Students know how to apply their own beliefs to discussions and make a judgement as to how strong an argument is.	Students know how to evaluate the impact of a practice on the individual and community.	Students know how to refer to the quote and examine the relevance of it within a specific lesson.	Students know how to evaluate why the theme is relevant and make cross-curricular links to their learning.
Proficient	Students know how to explain differences between beliefs, their impact on different people and show how important that belief is to a group or community.	Students know how to make links between the practice and relevant beliefs. Their work shows they understand different views of a given practice and its importance	Students know how to use the quote effectively in written work to construct an evaluation or argument. Supporting evidence and opinion consistently	Students know how to apply beliefs, practices and evidence to a thematic idea. Offering appropriate analysis of concepts and ideas consistently.
Adequate	Students know how to recognise how holding these beliefs affect peoples' lives	Students know how to evaluate the importance of a practice in a given religion or group	Students know how to evaluate the impact of the quote on groups and communities being studied in this topic.	Students know how to express arguments for and against a concept accurately.
Emerging	Students know how to explain how their beliefs relate to the topic	Students know how to explain the purpose or reason for a practice	Students know how to link the quote to a given belief or practice this topic accurately	Students know how to show how important a thematic idea is to them or others

Computing: Year 8

	Computational Thinking & Programming	Computer Systems & Data	Digital Literacy
Knowledge Expert	I know how to consistently apply advanced computational thinking techniques to abstract and solve novel, complex problems. I know how to design highly optimized algorithms and rigorously evaluate their efficiency and appropriateness for different scenarios. I know how to design and develop sophisticated, robust, and efficient programs using advanced control structures, subroutines, and basic data structures. I know how to implement effective debugging strategies and consider user experience.	I know how to articulate in-depth how computer systems store and execute instructions. I know how to apply Boolean logic to model real-world scenarios. I know how to explain the principles behind network protocols and the World Wide Web. I know how to proactively explore and integrate advanced IT tools and techniques to create innovative, highly refined digital products. I know how to expertly manipulate and analyze complex datasets, presenting insights clearly.	I know how to act as an informed and proactive digital citizen, critically analyzing complex online issues (e.g., misinformation, data privacy). I know how to champion safe and ethical technology use, capable of explaining implications to others.
Proficient	I know how to effectively decompose complex problems into logical sub-problems and apply abstraction to simplify problems. I know how to design efficient algorithms and use logical reasoning to compare alternatives (e.g., sorting). I know how to independently design and write structured programs using sequence, selection (if/else), and various iteration types. I know how to effectively use functions/procedures with parameters. I know how to systematically identify and fix logical errors.	I know how to clearly explain the roles of various hardware/software components and their communication. I know how to apply simple Boolean logic (AND, OR, NOT) in context and understand how instructions are executed. I know how to skillfully combine multiple applications and digital devices to create challenging, purposeful digital content. I know how to effectively collect, organize, analyze, and present data to meet user needs.	I know how to consistently demonstrate safe, respectful, responsible, and secure online behavior. I know how to critically evaluate online information for reliability and bias. I know how to understand the ethical implications of technology use.
Adequate	I know how to independently decompose moderately complex problems, identify and describe patterns, and design and trace algorithms for familiar problems. I know how to write programs that incorporate sequence, selection (if/else), and nested iteration. I know how to attempt to debug logic errors.	I know how to explain the difference between hardware and software. I know how to understand basic Boolean logic (AND) and can convert between binary and denary (up to 8 bits). I know how to select and combine applications to achieve specific creative goals. I know how to collect, organize, and perform basic analysis on data.	I know how to explain the importance of managing my digital footprint. I know how to identify various forms of cyberbullying and know reporting mechanisms. I know how to understand basic copyright implications.
Emerging	I know how to follow given steps to decompose a problem and identify obvious patterns. I know how to write programs using sequence, simple selection (if), and simple iteration. I know how to identify obvious errors	I know how to recognize common networks (e.g., Wi-Fi, Internet) and have a basic awareness of software types. I know how to do simple binary-to-denary conversion. I know how to use a range of applications to create digital content, with some consideration for the audience. I know how to perform basic data entry and retrieval.	I know how to define some consequences of inappropriate online behavior and know where to find help.

MFL: Year 8

	Phonics	Grammar	Vocabulary	All 4 skills (listening, speaking, reading and writing)
Knowledge Expert	I know how to use the sound-spelling rules I know to read, say and write a wide range of words, including new words I haven't seen before.	I know how to use the present, past, and near future tenses confidently when speaking and writing. I can form the past tense for I, she, he and we correctly, and use different tenses together in a speech or piece of writing.	I know how to recall and use a range of vocabulary from several familiar topics, including less common words. I know how to deduce the meaning of unfamiliar vocabulary using my knowledge of word families or cognates.	I know how to understand the difference between present, past, and future events in spoken and written texts, even in less familiar situations. I can find the main points and important details, and use context and grammar to work out new words. I can write texts to give and ask for information and opinions, use descriptive language and different sentence structures, and talk or write about events in the present, past, and future. Even if I make some mistakes, my meaning is usually clear
Proficient	I know how to write and say most words I know and some new words by using the sound-spelling rules I've learned. I can also correct myself if I say a word wrong.	I know how to use and form regular present tense verbs with a variety of verb subjects, the 3 key irregular verbs (<i>to have, to be, to go</i>), the near future, and accurate adjective agreement with confidence. I know how to express and justify opinions and use <i>I would like</i> to describe future intentions.	I know how to use a wide range of high-frequency vocabulary to express myself clearly in different contexts. I know how to infer the meaning of new words using context or patterns.	I know how to pick out the main ideas, some details and opinions in reading and listening across a range of familiar topics in the present and future. I can read aloud with confidence and use resources to help me. I can speak and write in short paragraphs clearly and using excellent pronunciation, give and explain my opinions, and talk about daily life, interests and future plans. I can use different words and sentences to make my language varied, and even if I make mistakes, I can still be understood.
Adequate	I know how to write and pronounce familiar words by using the sound-spelling rules I've learned. I am also starting to apply the rules to unfamiliar words.	I know how to use regular present tense verbs and the 3 key irregular verbs. I know how to form the near future in the 'I' form and use <i>I would like</i> with familiar vocabulary. I know how to make adjectives agree correctly most of the time.	I know how to use a growing range of core vocabulary on familiar topics. I can understand new words when supported.	I know how to pick out the main points and some detail in simple passages made up of familiar language. I can use context and a dictionary to work out new words when reading. I can take part in simple conversations, using full sentences, clear communication and with understandable pronunciation. I can also share my opinions, and use grammar to change or replace words and phrases. I can write full sentences from memory with correct verbs.
Emerging	I know how to identify and reproduce taught sounds when reading familiar words that I have heard.	I know how to form present tense verbs in the "I" form, use <i>I'm going + infinitive</i> with support to describe future plans, and show basic adjective agreement. I know how to give and justify a simple opinion.	I know how to recognise and use familiar words and phrases in simple sentences, especially with support.	I know how to pick out the main points in short passages made up of familiar language. I can use a dictionary or glossary to find new words. I can ask and answer simple questions in a single sentence. I can use short sentences in writing with support. I can write short phrases from memory, and my spelling can be easily understood

Art and Design: Year: 8

	Investigating sources	Media, materials and application	Respond
Knowledge Expert	<p>I know how to confidently show my understanding of artists researched and source imagery given, both practically and through my written work.</p> <p>I know how to use this understanding to effectively develop my ideas and my own work, with a good degree of control.</p> <p>I know how to confidently reflect on my own learning and evaluate my successes, in detail.</p>	<p>I know how to recognise and make use of the individual qualities of new materials, understand how to make best use of them within my work and purposefully experiment with them, with good control.</p> <p>I know how to confidently use my sketchbook and use other presentation techniques to show my knowledge and understanding confidently.</p> <p>My work is produced with pride and awareness of effective presentation techniques.</p>	<p>I know how to present a final response with good control of the media, showing confident understanding of the key knowledge explored in the project and the art techniques that have been explored.</p> <p>I know how to use media with flair and confidence. I know how to demonstrate my confident control of the media and confidently present my work, with clear understanding.</p> <p>I know how to apply my knowledge gained throughout the project, learning from my mistakes, refining and improving my work, to achieve a highly successful outcome.</p>
Proficient	<p>I know how to consistently show my understanding of artists and other imagery given, both through practical and written work.</p> <p>I know how to use this understanding to develop my ideas and my own work, with growing confidence.</p> <p>I know how to reflect on my own learning and evaluate my successes, with</p>	<p>I know how to develop my understanding of the individual qualities of new materials and experiment with them with growing confidence and control.</p> <p>I know how to use my sketchbook and use other presentation techniques to show my knowledge and understanding, in a consistent way.</p> <p>My work is produced with pride and a</p>	<p>I know how to present a final response, showing a growing understanding of the key knowledge and art techniques that have been explored.</p> <p>I know how to demonstrate my control of the media and present my work, with a growing confidence and understanding of the art techniques explored.</p> <p>I know how to apply my knowledge gained</p>

	consistency.	growing awareness of effective presentation techniques.	throughout the project in my work, learning from my mistakes to achieve a successful outcome.
Adequate	<p>I know how to adequately show my understanding of artists and other imagery given, both through practical and written work, with some independence.</p> <p>I know how to use this understanding to develop my ideas and my own work, with some growing skill and some independence.</p> <p>I know how to reflect on my own learning and evaluate my successes to a moderate standard, using support given.</p>	<p>I know how to recognise the qualities of new materials and experiment with them in a simple way and with adequate control.</p> <p>I know how to use my sketchbook and other presentation techniques to somewhat show my knowledge and understanding.</p> <p>My work is produced with adequate awareness of presentation. It is presented, to the best of my ability.</p>	<p>I know how to adequately present a response, showing a growing understanding of the key knowledge and art techniques that have been explored.</p> <p>I know how to use media and understand how to present my work with growing control and growing understanding.</p> <p>I know how to adequately apply my knowledge gained throughout the project to produce a final outcome.</p>
Emerging	<p>I know how to somewhat understand sources; including artists.</p> <p>I know how to develop my ideas in a simple way.</p> <p>I know how to reflect on my work in a simple way, using support given.</p>	<p>I can use appropriate media, materials, techniques and processes in a simple way and with growing control. With support, I can refine my ideas, in a simple way.</p>	<p>I know how to present a response with emerging control and understanding of the knowledge explored in the project.</p> <p>I know how to show a simple but sometimes limited understanding of art techniques covered throughout my learning journey.</p>

Drama: Year 8

	Technique Spontaneous Improvisation	Skill Body Language	Rehearsal
Knowledge Expert	<p>I know how to confidently implement the technique named above, showing a deep understanding of the key elements.</p> <p>I know how to refine and sustain the technique to create a precise and intended impact on the audience.</p>	<p>I know how to confidently implement the skill named above with thoughtful, self-assured choices that develops the performance.</p> <p>I know how to experiment with the skill to create original and engaging moments in the drama.</p>	<p>I know how to confidently rehearse effectively with focus and collaboration, making purposeful changes. Often displaying strong leadership qualities within my group.</p> <p>I know how to manage my time effectively, solve problems independently, and guide the group towards a shared artistic vision.</p>
Proficient	<p>I know how to consistently implement the technique named above, showing some understanding of the key elements.</p> <p>I know how to use the technique to communicate meaning, although it may not always be fully polished.</p>	<p>I know how to consistently implement the skill named above with some thoughtful choices that develops the scene.</p> <p>I know how to use the skill effectively to meet the basic requirements of the task or scene.</p>	<p>I know how to consistently rehearse with focus and collaboration, making purposeful changes. I can work well with others and I am an asset to the group.</p> <p>I know how to respond positively to feedback and make suggested changes to my performance.</p>
Adequate	<p>I know how to adequately implement the technique above but may struggle with one of the key elements.</p> <p>I know how to use the technique at points, but I find it difficult to maintain it throughout a performance.</p>	<p>I know how to adequately implement the skill named above but may rely on others or the skill isn't delivered with much confidence.</p> <p>I know how to use the skill when encouraged, but I am often hesitant to make my own creative choices.</p>	<p>I know how to adequately rehearse but may require prompting or reminders to stay on task.</p> <p>I know how to participate in rehearsal, but I am sometimes distracted or distract others.</p>
Emerging	<p>I know how to somewhat implement the technique named above with support, but struggle understanding and implementing two or more of the key elements.</p> <p>I know how to attempt the technique but require significant prompting and direct instruction to use it.</p>	<p>I know how to somewhat and with hesitancy identify the skill named above but often relies on others or direction or the skill isn't delivered confidently.</p> <p>I am aware of the skill but am unsure of how or when to use it in a performance.</p>	<p>I know how to somewhat rehearse but require frequent prompting or reminders.</p> <p>I know how to be present in the rehearsal space but often disengage from the task or rely on others to do the work.</p>

Music: Year 8

	Theory	Performing	Composing
Knowledge Expert	<p>I know how to explain the meaning of musical elements and the words which can describe them.</p> <p>I know how to identify all elements of music when listening to music.</p> <p>I know how to identify common instruments when listening to music.</p>	<p>I know how to perform melody and rhythms which are accurate and in time.</p> <p>I know how to use correct technique on the instrument and project my performance.</p>	<p>I know how to apply compositional devices in my own compositions to create effective musical outcomes.</p> <p>I know how to apply elements of music in a stylistic way.</p>
Proficient	<p>I know how to explain the meaning of the elements of music and some of the words which can describe them.</p> <p>I know how to describe some elements of music when listening to music.</p> <p>I know how to identify the most common instruments.</p>	<p>I know how to perform melody and rhythm which is generally accurate and in time. I have demonstrated some correct technique and the performance is well projected.</p>	<p>I know how to apply compositional devices in my own compositions to create a musical outcome.</p> <p>I know how to apply some elements of music in a stylistic way.</p>
Adequate	<p>I know how to explain the meanings of all of the key elements of music.</p> <p>I know how to identify tempo and dynamics correctly when listening to music.</p>	<p>I know how to perform rhythms and melody with accuracy and some timing, with occasional slips. Some correct techniques are applied.</p>	<p>I know how to apply some compositional devices in my own compositions to create a musical outcome.</p>
Emerging	<p>I know how to explain the meanings of some of the elements of music.</p> <p>I know how to identify tempo or dynamics correctly when listening to music.</p>	<p>I know how to perform melody and rhythm. I have begun to use some techniques.</p>	<p>I know how to create my own musical ideas on an instrument.</p>

Design & Technology: Year 8

	Knowledge Component - Technical knowledge materials and processes - Thermoplastic and thermosetting	Knowledge Component
Knowledge Expert	In addition to the below, I know how to explain why certain materials are appropriate for certain products due to their working properties.	In addition to the below, I know how to use the profile cutter and quality control measures to manufacture a highly precise (+2mm tolerance), smooth and straight base. I know how to use a template to assure this.
Proficient	In addition to the below, I know how to give examples of working properties of the given materials.	In addition to the below, I know how to use the profile cutter to accurately (+5mm tolerance) trim my Thermoplastic.
Adequate	In addition to the below, I know how to give examples of each category of material.	In addition to the below, I know how to use a fret saw to waste the thermoplastic.
Emerging	I know how to identify the categories of each material.	I know how to use the vacuum forming process to manipulate a thermoplastic to manufacture the base of my Tiffany light.

Food: Year 8

	Knowledge Component: principles of nutrition and health	Knowledge Component: Application of skill
Knowledge Expert	In addition to the below, I know how to explain the implications of excess of the macronutrients categories in the diet, further to apply this knowledge to the HEG to explain why	In addition to the below, I know how to ensure my product is the consistency, texture, taste and appearance
Proficient	In addition to the below, I know how to explain at least 3 functions of 3 macronutrients	I know how to use the correct technique and use quality control to ensure the correct consistency shape and have demonstrated appropriate portion control. I know how to use a test for readiness to ensure my dish is the correct colour.
Adequate	In addition to the below, I know how to connect the correct food for the subcategories for 3 macronutrients	I know how to use the correct cooking method and techniques e.g rubbing in method, kneading, knife skills etc.
Emerging	I know how to identify the sources for the 3 macronutrients	I know how to combine ingredients to produce a product and attempt various cooking methods and techniques.

Core PE: Year 8

Level	Technical (Skills & Performance)	Psychological (Intellectual & Analysis)	Physical (Fitness, Challenge & Movement)	Social (Teamwork & Communication)	Knowledge Recall (Rules & Key Skills)
Knowledge Expert	I can demonstrate, with precision, control and fluency, an extensive range of appropriate skills and techniques in challenging activities.	I consistently make effective decisions and can apply a range of ideas, solutions and tactics in challenging activities. I am able to identify issues with my peers or my own technique.	I have exceptional levels of fitness and I consistently demonstrate physical and skill related components of fitness in a variety of sports.	I am confident and competent when leading large groups of performers. I can effectively vary my methods of communication	I can identify and describe many of the short term and long-term effects of exercise on my physical, mental and social well-being.
Proficient	I can perform a wide range of skills really well, even under pressure. I lead and adapt in competitive practices.	I understand tactics clearly and make smart decisions. I'm confident and help others.	I have excellent fitness and coordination. I challenge myself and always try my best.	I always communicate clearly and kindly. I support and include everyone in my team.	I can clearly explain key skills and/or rules from lessons. I can use the right words and apply them in performance.
Adequate	I can perform most skills well and use them in competitive practices. I work well in group tasks.	I understand tactics and usually make good decisions. I'm mostly confident.	I have good fitness and coordination. I try hard and stay active.	I communicate well and work as part of a team. I sometimes help others.	I can remember most key rules or techniques and explain how they work.
Emerging	I can do basic skills and sometimes use them in competitive practices. I need some help with group work.	I'm starting to understand tactics and can sometimes make good choices. I'm building confidence.	I'm developing fitness and coordination. I join in, but sometimes struggle with effort or stamina.	I take part in teamwork when asked. I'm learning how to communicate better.	I can remember some rules or key techniques, but I might need help explaining them.

PSHE: Year 8

	Consequences and morals	Application: how can we keep safe and well?
Knowledge expert	I know how to show I understand the legal framework around key topics and can explain and compare the risks and rewards of certain behaviours and social trends. I know how to confidently analyse the moral and ethical implications around key areas of the PSHE curriculum and demonstrate a structured approach to debate, with the consideration of multiple view points and well-supported arguments.	I know how to demonstrate their thought process in assessing risk for themselves and peers with the use of real-life contexts to explain which following steps would be sensible and informed. This includes an explanation of sources of support and where suitable adults should be consulted. In different areas of the PSHE curriculum, this may link to signposted support, or appropriate actions within a peer group. I can educate peers about relevant areas of PSHE and advocate for respectful, safe and healthy choices.
Proficient	I know how to identify some laws and consequences of actions linked to various areas of the PSHE curriculum. They can analyse how laws and statistics (facts) can impact individuals and communities and discuss relevant moral and ethical issues, offering thoughtful arguments and considering different perspectives. I can explain different viewpoints in relation to PSHE topics, but may not always explore every angle in depth.	I know how to recognise warning signs of risky or unhealthy situations, and can show an understanding of what boundaries are and which boundaries should be in place within these situations, depending on which area of the PSHE curriculum is being explored. This includes the identification of potential risks. I know how to respond to scenarios and can suggest suitable next steps or actions as well as identify sources of support (such as the support of an appropriate adult or approved organisations)
Adequate	I know how to independently suggest what the laws around and consequences of certain behaviours and actions may be, and can respond to a comprehension task about laws and statics. I know how to show I recognise the role of personal values in decision making, but need some support in fully exploring all sides of an issue.	I know how to show an understanding of personal safety and the importance of making safe choices, but may require guidance when applying this to real-life situations and scenarios. When looking at scenarios, I know how to identify common risks, but may need guidance in recognising less obvious threats to safety. I need guidance in deciding on the best course of action in some examples. I know how to recall some of the signposted support as directed in PSHE sessions.
Emerging	I know how to recognise the laws and consequences of actions within a piece of text or within provided information and/or multiple choice questions when practicing recall. I know how to identify some ethical issues around some PSHE areas and suggest what one or two moral standpoints may be. (This could be that I explain why I'm unsure where to stand between two viewpoints, can explain my own, or compare my own to one other).	I sometimes know how to recognise risks to personal safety when offered a real-life situation or scenario but sometimes I struggle unless provided with information from which I can pick risks out from. I need guidance or instruction to make decisions related to safety and making proactive decisions in how to react to these situations (next steps/action). In lesson we are signposted support in all areas of the PSHE curriculum, and I know how to recall some of the repeated and suggested organisations and identify who an appropriate adult could be.

EAL: Year 8

English Language Proficiency Bands Speaking / Listening / Reading / Writing

A-	A	B	C
<ul style="list-style-type: none"> - Can greet and introduce themselves - Can produce simple phrases about people and places, although often with errors, e.g. 'he say me' - Can express basic needs, often with errors, e.g. 'I not have ruler' - Can express basic feelings, often with errors, e.g. 'I am feel happy' - Can use common verbs but often with errors, e.g. 'teacher say', 'I not do it' 	<ul style="list-style-type: none"> - Can make simple statements relating to lesson content when aided by a teacher - Pronunciation can be understood, and word stress is being attempted - Can handle short, simple exchanges, especially when words are repeated and spoken slowly and clearly - Can ask and answer basic questions, including those about very familiar topics - Can say what they like and dislike 	<ul style="list-style-type: none"> - Can describe people, places and possessions in simple terms, e.g. 'she is a very tall lady with black glasses' - Can express feelings and wishes, and use common adjectives, with more independence - Can give answers to simple tasks on familiar topics, e.g. 'this animal cell, it has 3 parts' - Can sometimes hold conversations with English speakers who simplify their language - Can give simple directions and instructions - Can participate in short, routine discussions about topics of interest - Can discuss what to do next in a lesson and take suggestions, but will still have problems with conditional language - Can use time-related phrases, e.g. 'next week', 'last Friday', 'in November', 'at 3 o'clock' - Is beginning to successfully take part in group work and class discussion 	<ul style="list-style-type: none"> - In routine tasks, they can ask for and provide things, get simple information and discuss what to do next - Can express a variety of feelings - Can participate in informal but clearly-spoken discussions with friends - Can comment briefly on the views of others - Can correct some of their own grammatical errors - Can politely express and defend their beliefs and opinions, and if they agree or disagree with something - Can discuss familiar lesson content across different subjects - Can paraphrase to cover gaps in vocabulary or knowledge - Can use English effectively in problem-solving tasks
<ul style="list-style-type: none"> - Can understand basic greetings - Can grasp very basic, slow instructions, especially when demonstrated beforehand - Knows a very small range of words - Can grasp basic meaning when spoken to clearly and given illustrations - Are quickly building their vocabulary every day 	<ul style="list-style-type: none"> - Can understand some frequently used words across different subjects - Can communicate when they don't understand something - Can grasp the meaning of new words when given context - Can understand basic questions about topics they have learnt - Are becoming more independent in speaking and listening tasks and not needing to ask for help as often 	<ul style="list-style-type: none"> - Can understand and respond to longer questions - Can understand the main points of someone's speech when about a familiar topic - Are beginning to grasp abstract lesson content - May ask for help in complex tasks and group scenarios - Are learning new words from across their different subjects - Are beginning to understand meaning communicated through intonation and word stress - Can mostly follow a clearly-spoken discussion or argument - Are becoming more independent in class, e.g. taking notes as the teacher speaks - Can understand the content of clear, recorded audio on familiar topics 	<ul style="list-style-type: none"> - Can verbally negotiate with other pupils during group work - Are beginning to understand idioms when explained - Can mostly follow group discussions and can ask for clarification - Can understand more detailed classroom instructions - Can understand subject-specific words if they have been previously introduced to them - Can mostly adapt to any changes in the classroom routine - Can understand the gist of video/audio content and can answer questions on it - Can listen at a level close to their peers, and for longer periods of time - Beginning to interpret meaning from intonation, volume, word stress, repetition and pacing

<ul style="list-style-type: none"> - Begins to identify sound-symbols at word level - Recognises and reads common words out loud with proper pronunciation - Can recognise and use new English words in the classroom context - Continues to use first language and cultural experience when given a word (volcano – Vulcan) - Can use and understand images and other visuals as a source of meaning - Can read simple words and sentences 	<ul style="list-style-type: none"> - Can understand and read aloud sentences and short texts - Can recognise and understand familiar words and phrases on displays and notices in school - Can understand and use punctuation correctly - Can recognise common spelling patterns, prefixes ('re' in replace) and suffixes ('cycle' in bicycle) - Can read a text and respond correctly to the tasks (with/without using also digital media and translation) 	<ul style="list-style-type: none"> - Can recognise many words by sight; begins to use sound-symbols correspondence to decode unfamiliar words - Can classify and sort visual images using word labels or icons - Can understand phrases and simple sentences (with visual) taught - Can find and extract information in a short text taught, answering Wh-questions - Can understand and use diagrams, charts and other displays showing notices around the school - Can recognise and understand subject-based vocabulary and expressions with support - Can begin to combine developing learning strategies like using word recognition, context, own experience and rereading to decipher meaning - Can attempt to navigate lesson material, using headings, content lists, page numbers, visuals and graphics - Can begin to make use of visual cues and graphic information when reading without prompting - Can read and understand most of the words/sentences/short passages in texts taught 	<ul style="list-style-type: none"> • Can understand and locate relevant information in online and printed material, and in everyday written items like emails and school letters/notices • Can decipher the meaning of unfamiliar words by using context, subject content knowledge and inferencing • Can recognise meaning relationships like cause/effect and time sequences across sentences signalled by signpost words like because and different from • Can understand and track meaning across sentences and passages, recognising topic-related language and cohesion markers • Can read short texts aloud, showing awareness of word inflections ('-ed') and using punctuation • Can understand fictional texts in prose but still need help to distinguish literal meaning from implied meaning • Can understand curriculum-based texts beyond the literal level, with teacher and peer support, using context and visual clues • Can extract key information and messages from curriculum subject text and re-present them in a different form (e.g. mind map) • Can begin to identify the author's perspective in curriculum content and literary texts • Can follow and make use of most curriculum-related and contemporary literary texts in school work, but may need help with unfamiliar, metaphoric, and figurative expressions
<ul style="list-style-type: none"> - Can label pictures with simple words - Can form English letters - Can copy and write own name - Can use first language to communicate - Can copy off the board 	<ul style="list-style-type: none"> - Knows simple spelling patterns - Can complete simple sentence starters for example 'I like' - Can write name, address, age, date of birth when filling in forms - Can write simple isolated words related to the curriculum - Can write simple phrases about themselves - Can layout work for subjects for example date, title 	<ul style="list-style-type: none"> - Can write sound patterns from listening - Can use commas, full stops and capital letters correctly - Can use everyday vocabulary - Can begin to know difference between formal language and slang - Can show awareness of a range of tenses but tends to use the same tense for different situations. For example simple present tense for both present and past events - Can construct sentences independently but may require modelling - Can use the past tense and produce paragraphs - Can write cohesive paragraphs - Can write answers in sentences and paragraphs in different subjects 	<ul style="list-style-type: none"> - Can use connective to link with and between paragraphs - Can use a variety of tenses - Can write a variety of different sentence types for example, simple, compound and complex - Can present abstract and concrete information in different subjects - Can analyse information and select what is relevant to the task - Can communicate effectively with increasing independence through writing but there are still errors in grammar and vocabulary - Can convey emotions, thoughts and opinions on topical issues, and of personal interest - Can write basic descriptions of past and present events based on personal experience and emotion - Can write accounts, explain cause and effect and justify reason for actions - Can edit their writing with teachers and peers

